Virginia Board of Education Graduation and Dropout Committee March 28, 2007 3 p.m. – 4:15 p.m.

James Monroe Building 22nd Floor – Jefferson Conference Room Richmond, Virginia

Committee Members Present: Mr. Andrew J. Rotherham, Co-Chair; Dr. Ella P. Ward, Co-Chair; Dr. Mark E. Emblidge; Dr. Thomas M. Brewster; Mrs. Isis M. Castro; Dr. Billy K. Cannaday; Mr. David L. Johnson; Mr. Kelvin A. Moore; and Mrs. Eleanor B. Saslaw

Purpose of Meeting: To review effective intervention strategies that reduce the high school dropout rate and discuss potential policy implications at the state level.

Summary of Committee Meeting:

- 1. Welcome from Dr. Ella Ward
- 2. Statement of the purpose of the meeting by Mr. Andrew Rotherham
- 3. Presentation by Mr. Franklin P. Schargel, senior managing associate, The School Success Network, Albuquerque, New Mexico. (See attachment)
- 4. Questions for the speaker and discussion from Board members and Dr. Cannaday
- 5. Closing remarks by Dr. Ella Ward and Mr. Andrew Rotherham

Presentation to the Virginia Board of Education Graduation and Dropout Committee

Franklin Schargel

Effective Strategies

- Early interventions
- Basic core strategies
- Instructional practices
- Making the most of community resources

If we want to decrease school, dropouts we must attack the root causes:

- Student
- Community
- Family
- School

Student Factors Contributing to Dropouts

- Poor attitude toward school
- Low self esteem
- Low ability level
- Attendance/truancy problems
- Behavior/discipline problems
- Pregnancy
- Drug/alcohol abuse
- Non-participation at school
- Friends who dropped out
- Illness
- Family problems

Community Factors Contributing to Dropouts

- Lack of community support services
- High crime rate
- Few links between school and community
- Lack of community financial support for schools

Family Factors Contributing to Dropouts

- Lack of parental involvement in school
- Low parental expectations
- Non-English speaking home
- Ineffective parenting
- Dysfunctional home life
- Abuse
- High mobility family
- Parents who dropped out of school

School Factors Contributing to Dropouts

- Negative school climate
- Disregard of individual learning styles
- Inconsistent discipline enforcement
- Lack of adequate counseling
- Lack of relevant curriculum
- Passive instructional techniques
- Poor use of technology
- High retention
- High suspension rates
- Low expectation of students
- Lack of language instruction for students from a non-English speaking home.

Early Interventions

Family Involvement

Effective Programs Use a Wide-Angle Approach With Children At-Risk

- Family members
- Employers
- Community agencies
- Educational system

Early Childhood Education

- Birth to 36 months brain development
- Child care develop readiness for school
- Grades 1-3 key to academic achievement; base for career awareness

Reading and Writing Programs

Most Successful Programs

- Have a real-world application
- Develop communication skills
- Foster a love of reading
- Include computer skills
- Include math skills

Basic Core Strategies

Mentoring and Tutoring

Major Goals

- Academic achievement
- Career preparation
- Behavior modification
- Parenting skills
- Social enrichment

Service-Learning

Importance

- Facilitates teaching and learning
- Integrates learning and service
- Requires collaboration with community
- Connects learning to life
- Develops sense of caring
- Fosters respect for self and others

Alternative Schooling

Types

- School-within-a-school
- Residential
- Separate alternative
- College-based
- Magnet
- Charter

Out-of-School Experiences

Components

- Academic support/enrichment
- Recreational
- Cultural
- Social
- Career exploration

Instructional Practices

Professional Development

Effective Programs

- Long-term, school-based
- Include demonstration, practice, and feedback
- Comprehensive staff involvement
- Sufficient time and resources

Multiple Intelligences/Learning Styles

Basic Ideas of Learning Styles

- Nine intelligences
- Different processes of learning
- Students' preferred learning style
- Require different teaching methods

Instructional Technologies

Benefits

• Addresses individual learning styles

- Provides active learning opportunities
- Promotes collaborative learning
- Improves students' attitudes
- Engages student interest
- Reduces inequities

Individualized Instruction

Individualize Instruction for All Students

- Modified case management—counseling and social services
- Mentoring and tutoring
- Instructional technology
- Learning styles
- Alternative schools

Making the Most of Community Resources

Community Collaboration

Schools Cannot Do It Alone

- Community agencies
- Faith-based community
- Business/Industry
- Volunteers
- Parents

Workforce Readiness and Career Education

For All Students K-12

- Is supportive, goal-oriented
- Creates awareness of possibilities
- Provides needed experiences
- Develops work-place skills
- Encourages positive habits

Violence Prevention

Comprehensive Violence Prevention Includes:

- Character education coupled with a discipline program
- A conflict resolution curriculum
- Anger management techniques
- Peer mediation
- A caring, cooperative, cohesive culture
- A respect for diversity

Systemic Renewal

- Policies
- Processes
- Practices

- Partners
- Pennies

Systemic Renewal

Policies

- Goal directed
- Comprehensive
- Cohesive
- Inclusive
- Long-term
- Student oriented

Systemic Renewal

Processes for Continuous Improvement

- Involving all stakeholders
- Shared decision-making
- Problem identification
- Resource allocation
- Program evaluation

Systemic Renewal

Practices

- Shared leadership
- Relevant curriculum
- Innovative instruction
- Scheduling for just-in-time interventions
- School-wide/district-wide character and discipline programs

Systemic Renewal

Partners

- Parents
- School councils
- Business collaborations
- Community agencies

Systemic Renewal

Pennies

- Reallocation of resources
- Adequate funding
- Site-based management
- School size

The Puzzle

We can help all students graduate if we have all the puzzle pieces in place!

Career Technical Education: A New Opportunity

Career Technical Education

Engages Students

- Education through work Student learns in a work-based setting
- Education about work Student learns about the world of work
- Education for work- Student learns job-specific skills

School Reform Frameworks

Supported by Perkins III

- Provide secondary and postsecondary connections
- Integrate academic and vocational curricula
- Promote student achievement with high standards
- Involve parents and employers
- Provide professional development for all school staff
- Expand the use of technology

Successful Frameworks

- High Schools That Work Combines academic and vocational studies
- Career Academies Integrates curriculum on a career theme with business partners

Successful Frameworks

- Career Pathways Organizes curriculum around occupational clusters (16)
- Urban Learning Centers Integrates curriculum and empowers staff with support services

Effects of Combining CTE and Whole-School Reform

- Increased curriculum integration
- Enhanced professional development
- Expanded use of computer technology
- Increased awareness of CTE by middle school students
- More multi-level leadership
- More informed choices about CTE by students

Align These Stars

- Kids with needs
- Schools seeking answers
- Businesses with employee needs
- Businesses with resources and opportunities
- Partnerships that work

CTE Has Solutions

A constellation that makes sense and dollars and cents

Effective Strategies for Educating Students in At-Risk Situations

- Prevention
- Intervention
- Mediation